

# Engaging young learners in the ePortfolio Process

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**MOSEP**  
More-fulfillment with my ePortfolio

*Wolsingham School and Community College*



# Session objectives

- Disseminate project findings of a school based, multimedia ePortfolio project
- Examine the impact that the ePortfolio process has had on learning, motivation and self-esteem
- Explore strategies that can be used to engage learners in the ePortfolio process

# Why engage learners in the ePortfolio process?



We need an understanding of:

- ***what*** an ePortfolio is, and of the process that the learner must go through to compile and use one
- what is in it for the learner (***Why*** should a learner have an ePortfolio?)



# What? - An ePortfolio:

many different definitions for ePortfolios - common elements:

- digital evidence owned by a learner;
- structured and stored in some way that enables the evidence to found presented or shared with others [teachers, parents, peers, potential employers/HE/Training providers];
- evidence being stored is likely to include:
  - plans
  - achievements
  - Learning experiences
  - Aspirations
  - reflections and thinking

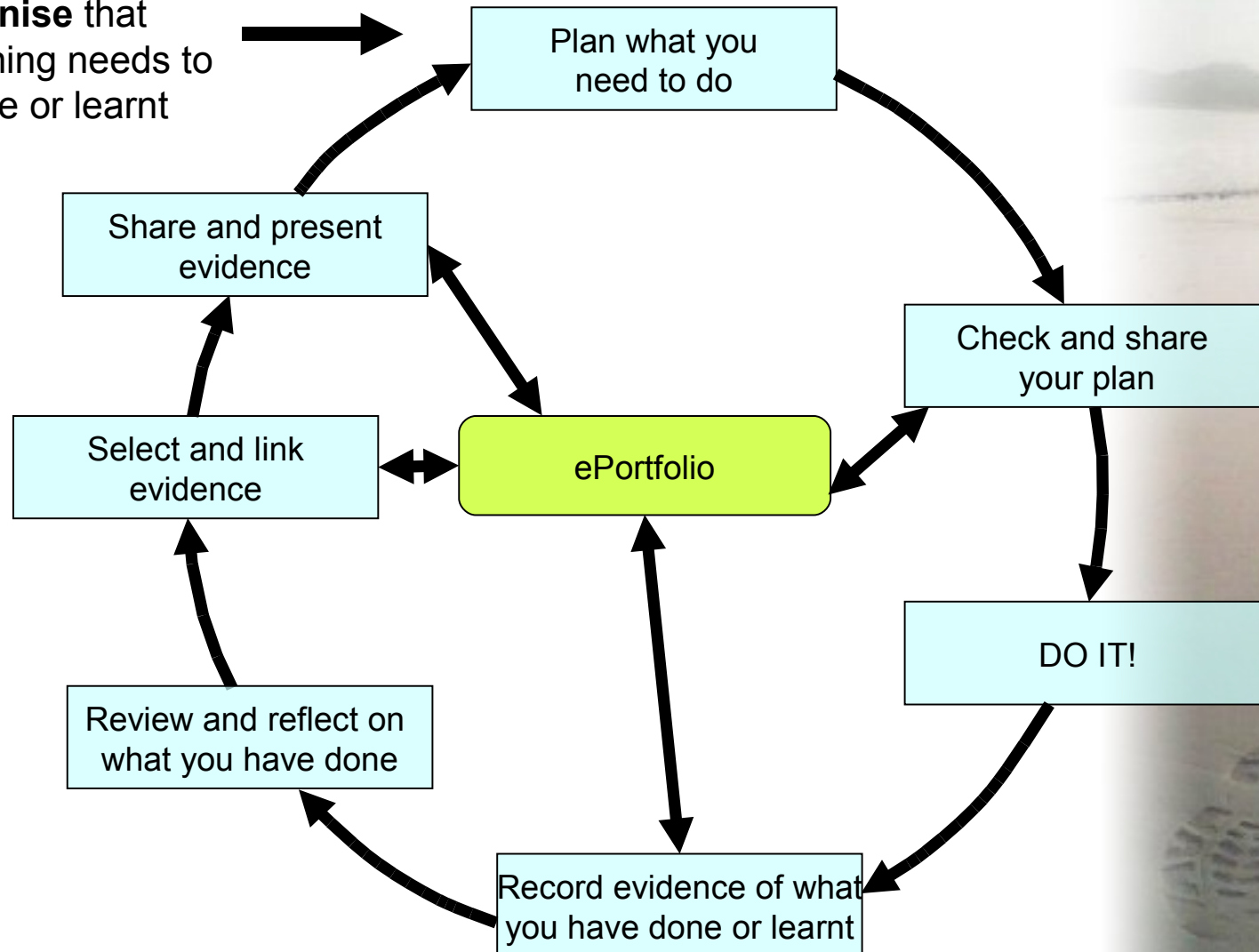
*A portfolio of digital evidence owned and managed by the learner?*

# What? – the ePortfolio

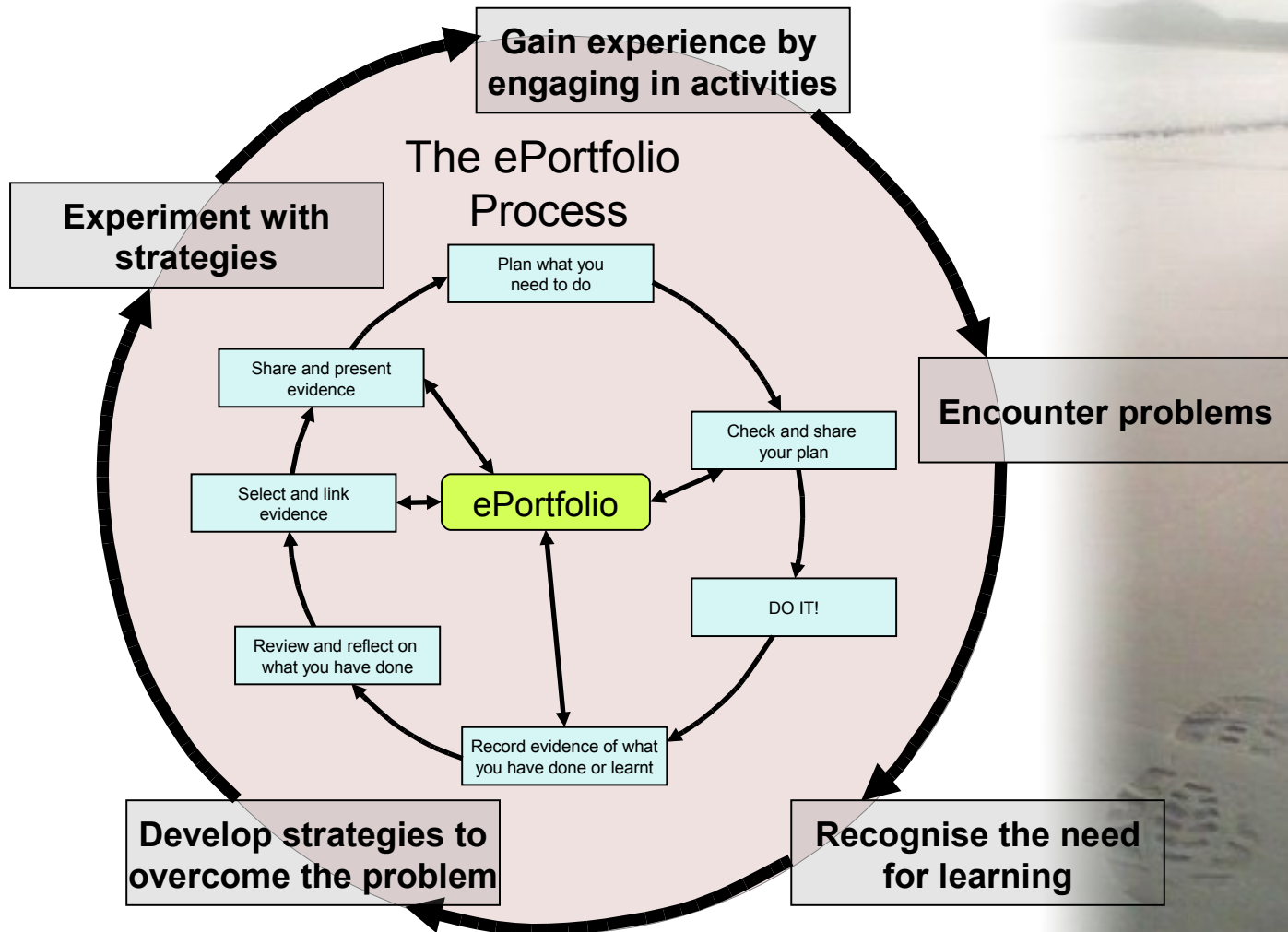
## Process



**Recognise** that something needs to be done or learnt



# The ePortfolio process and Learning





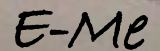
# Why might we want learners to follow the process?



Might it:

- Encourage learners to take an active part in their own learning? – encourage reflection, planning and dialogue about learning?
- Support the move towards Personalised learning? - placing the learner at the centre of the learning process
- Motivate and engage the learner?
- Raise learner self esteem?
- Support progression and provide opportunities for learners to develop a 'presentational' or self-marketing portfolio?
- Provide somewhere for learners to store evidence to support assessment processes?

- Transition
- Employment
- Training







# The How:

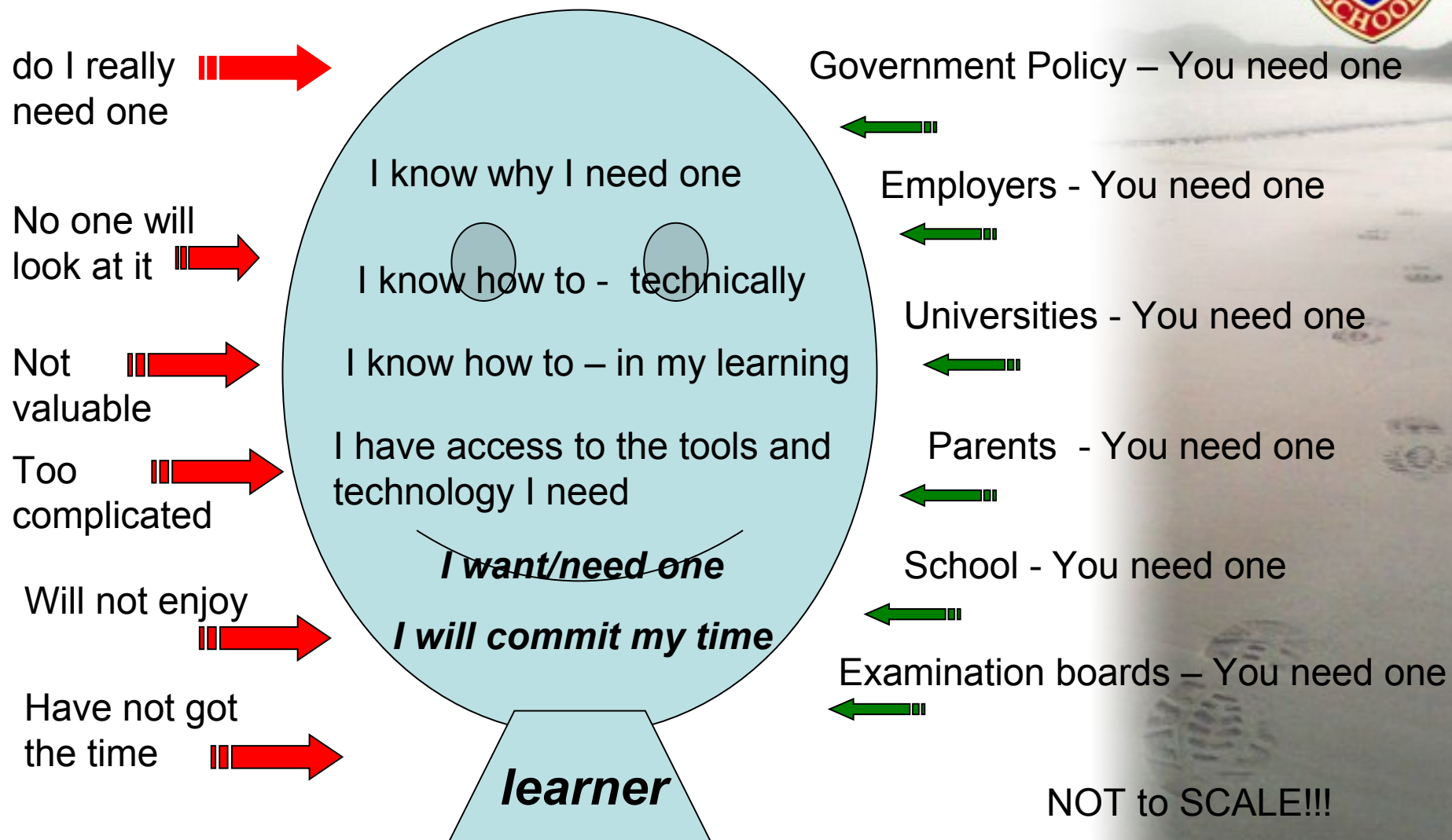
- ☐ How to use the available tools and technology
- ☐ How to structure, store and access the ePortfolio
- ☐ How to support life-long learning and progression

## ☒ How to engage the learners

- ☐ How to train teachers to support learners who are using ePortfolio processes



# engagement – *the climate*



# Need to focus on learning



- Tools and technology will change
- Life-long, life-wide hosting, inter-operability and anywhere, anytime access are important challenges
- But if the ePortfolio process has value why not use it now, harnessing the available technologies?
- Time to move from *'talking the talk'* to *'walking the walk'* stage

# The learners that we teach:



- Carry phones with video cameras, music playback, audio recording etc.
- Want to play on computer/Internet games
- Want to communicate via blogs, chat rooms, text messaging, voice over internet, MSN etc.
- Increasingly have 'digital identities' and ICT based, social networks via MySpace etc
- Are "digital natives" living and learning in a rapidly changing world



# Our learners...

- demand to receive information quickly
- can parallel process and multi-task
- prefer graphics before text
- prefer random access (hyper text)
- function better when networked
- thrive on instant gratification and frequent rewards
- prefer a 'games' style interface

*[Steve Molyneux cited Dr. Bruce D. Berry, Baylor College of Medicine, On the Horizon (NCB University Press, December 2001)] <http://www.durhamlea.org.uk/durhamconference>*

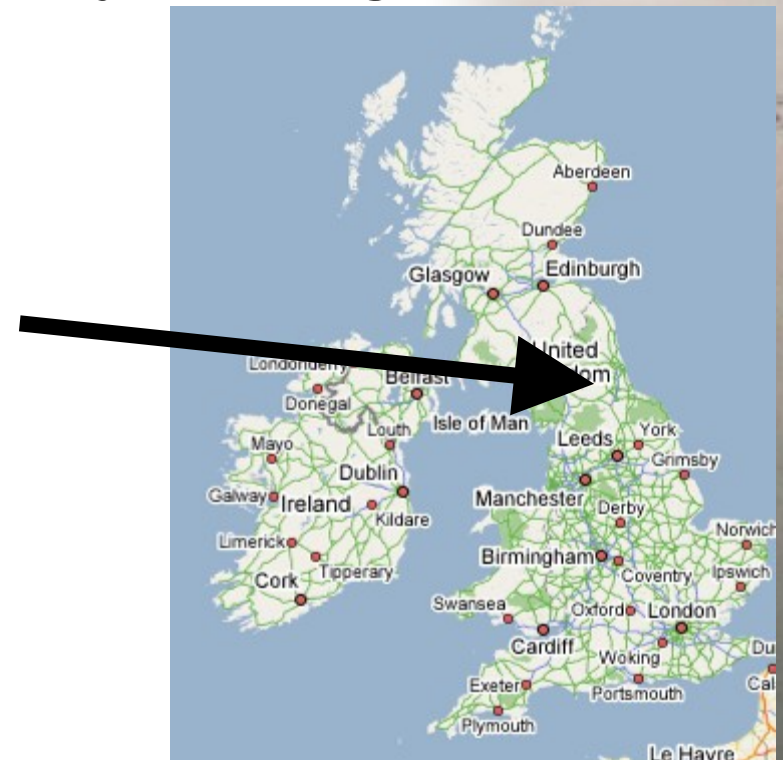


# Can the ePortfolio process engage young learners?



What one school has tried

- A School and Community College
  - 11 -18+
- 785 students
  - (130 in Year 12/13)
- A specialist Arts College with a Rural Dimension







# What we have done:

- Supported students as they compiled and used presentational ePortfolios in interview and review situations
- Surveyed student, parent and employer views on ePortfolios
- Created a learning environment where all Year 7,8, 9,10 and 12 have ePortfolios (550 students)
- Developed a multimedia ePortfolio based on a multimedia authoring package
- Encouraged students to include career plans in their ePortfolios
- Encouraged students to reflect on their progress and record their reflections in their ePortfolios
- Encouraged students to document their Enterprise activities in their ePortfolio
- Contributed to the MOSEP project

# How we have done it:



- Driven the curriculum development through Pastoral and ICT Curriculum
- Linked the ePortfolio process to the Personal Development Planning process and to employability skills
- Encouraged students to include multimedia content
- Encouraged students to take ownership
- Encouraged creativity
- Engaged students through ICT/Key Skills lessons
- Provided staff with an awareness the ePortfolio process and its potential to support learning and the learner
- Integrated presentational situations into student programmes and focused on competency based interview questions
- Developed student support materials



# *E-Me* - the process

- Students provided with a basic structure
- Taught how to use a multimedia authoring package
- Given a reason to maintain an ePortfolio
- Provided with access to technical support
- Encouraged by Personal Tutor to compile and update their E-Me

# Students... (1)



- Are prepared to take ownership of their multimedia ePortfolios
- Are enjoying working with multimedia ePortfolios, particularly the creative opportunity that they provide
- Are prepared to give up their time to work on their ePortfolios during lunchtimes, after school and at home
- Were engaged and very proud of their ePortfolio and eager to discuss it, and their achievements with anyone and everyone

# Students... (2)



- Develop the ability to record their reflections and then, following the discussions that sharing their reflections prompted, revise their plans.
- Develop the ICT/multimedia skills that they need to compile and maintain a multimedia ePortfolio;
- Have to decide where/how to link in new evidence, so they have to focus on the 'bigger picture' of their learning and achievements. Context and relevance gets a useful boost.

# A Teacher's View (1)



- enjoyed sharing the excitement and satisfaction with students who had used their ePortfolios as support in a formal interview situation.
- listened to teachers recount and report their positive experiences of the value of using ePortfolio in student-Tutor-Parent meetings.
- The same teachers reported the positive feedback, from parents who were impressed with both the content and potential of their son/daughter's ePortfolio.
- Most parents also commented, positively, about their son/daughter's ICT skills that the ePortfolio had allowed them to demonstrate in the meeting.



# A Teacher's View (2)



- recognised the obvious enjoyment that students derive from sharing evidence, with others, of what they have done or achieved.
- By talking with students about their ePortfolios, I have recognised the potential of the ePortfolio to provide opportunities for me to open up discussion with them about virtually any topic that I felt would benefit the learner.
- observed an increase in ICT/multimedia skills, with respect to using ICT as a tool for a 'real' job, not an assignment, task or an exercise, something that will help them.
- At the other end of the spectrum, I have watched older students develop a perception that ePortfolios meant additional work and that universities and employers do not value them.

# **“How my E-Me has helped me”(2006)**



- *“It helped me realise what I achieved/done”*
- *“It helped me think of things that will help me get the job I want”*
- *“It helped me draw everything I have done during the year together”*
- *“It helped me focus on my skills and qualities and what could be improved”*
- *“It helped me to put career plans and targets into perspective”*
- *“It has improved my presentation and computer skills”*
- *“It has helped me place all my evidence together”*
- *“It helped me to realise which skills I have, and those which I need to develop”*
- *“It helped me to analyse my year and it's events”*
- *“My E-me has helped me build on the skills I need for my future job role, and will help me when doing future interviews”*

# **An ePortfolio:**

## ***Never a finished product***



- I was initially worried that if, when presenting their ePortfolios to visitors, a student ended up on an empty page.
- I thought that a page without evidence of their learning, progress or achievements would have no value.
- Not so, the fact that evidence had not been completed/presented generally promoted very useful discussion and reflections, after the excuses had been either explored or discounted.
- It also emphasises that a learners ePortfolio will never be a finished product.
- Life-long learning means that any medium that records learning will always be work-in-progress.

# Student Perception: Years 7,8 and 9 July 2007 (n=266)



- Two-thirds of the students:
  - Were proud of their ePortfolios
  - Thought that they had developed useful multimedia skills
  - Thought that their ePortfolio had helped them to record what they had learnt and done
  - Understood why the school wanted them to compile an ePortfolio
  - Enjoyed working on their multimedia ePortfolios.
- Eighty percent of the students considered that the ePortfolio was *not* too complicated for them to use.

	Agree	Disagree
I am proud of my E-me	64%	36%
I have wasted too much time on my E-me- I could have used the time to do other things	34%	66%
By Working on E-me I have developed useful multimedia skills	67%	31%
My E-me has helped me to record what I have learnt and done during the year	59%	41%
I understand why the school wants me to develop an E-me	59%	40%
I have had enough support to help me develop my E-me	52%	47%
The E-me is too complicated for me	21%	79%
I will continue to develop my E-me even if the school stopped 'nagging' me	55%	44%
I have enjoyed working on my E-me	64%	32%

# Student perception: Year 12 (2005 - 2007)



- 2007 bucked the trend of the previous two years in the following ways:

- Less pride
- Less skill development
- Less useful
- Less eagerness
- Less enjoyment

Question	2005 Agree +	2006 Agree +	2007 Agree +
I am proud of my E-me	65%	93%	47%
By Working on E-me I have developed useful multimedia skills	75%	90%	49%
My E-me has helped me to record what I have learnt and done in year 12	58%	81%	40%
I understand why the school wants me to develop an E-me	84%	83%	60%
The E-Me is too complicated for me	35%	12%	19%
I will continue to develop my E-me even if the school stopped 'nagging' me	75%	67%	28%
I have enjoyed working on my E-me	69%	64%	28%



# Digital natives motivated by and enjoying a multimedia experience?



*OR a learning environment and  
processes that really did cater for and  
build on the strengths of the digital  
natives that we are trying to 'teach'?*

*a learning environment that:*

- *is appropriate to learner needs*
- *harnesses appropriate tools and technologies*
- *engages, motivates and challenges*



# Engaging Learners – *The tools and technology*



Use tools that enables them to:

- customise and take ownership of their ePortfolio
- modify and add to the structure of their ePortfolio
- use multimedia evidence
- be creative with multimedia evidence

# Engaging Learners – *Whole school Policy*



- Integrate the ePortfolio process into the school's 'way of working'
- Promote the advantages of the ePortfolio process to learners and staff + parents, employers, HE etc
- Build in time and opportunities for staff to sit down and look at the ePortfolios
- Provide a range of different audiences – audience gives value to the process
- Train teachers so that they can support learners who are using ePortfolios

# Engaging Learners – *The learning environment*



Create a learning climate where:

- Learners are provided with opportunities to reflect and evaluate what they have planned, done, made, experienced or learnt.
- Learners feel comfortable sharing their reflections and revealing their own strengths and weaknesses
- Teachers value the ePortfolio process and are able to provide feedback and support to learners
- The process is valued more than just the product
  - Spelling mistakes etc. are accepted - Always work in progress

# Engaging Learners –

***Make sure they know why you  
want them to compile an ePortfolio***



- Important that learners know why you want them to compile an ePortfolio -  
Watch the 'what can an ePortfolio do for me' Podcast



# **Engaging Learners –** ***Make sure they know what it is that they will need to do***

- Make sure that they understand the ePortfolio process and how it fits in with what they already do – watch the ‘*Compiling your ePortfolio*’ Podcast
- Emphasis the Assessment for learning –
  - pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge)
  - being part of the review process empowers pupils to take action to improve their performance. [http://www.qca.org.uk/qca\\_4338.aspx](http://www.qca.org.uk/qca_4338.aspx)

# Engaging Learners – *Implementation*



- Phase in the ePortfolio process from Yr 7, Yr 1 or birth!
- Make sure that you have convinced all staff of the value of the ePortfolio process



# Engaging Learners – *Working with them ... (1)*



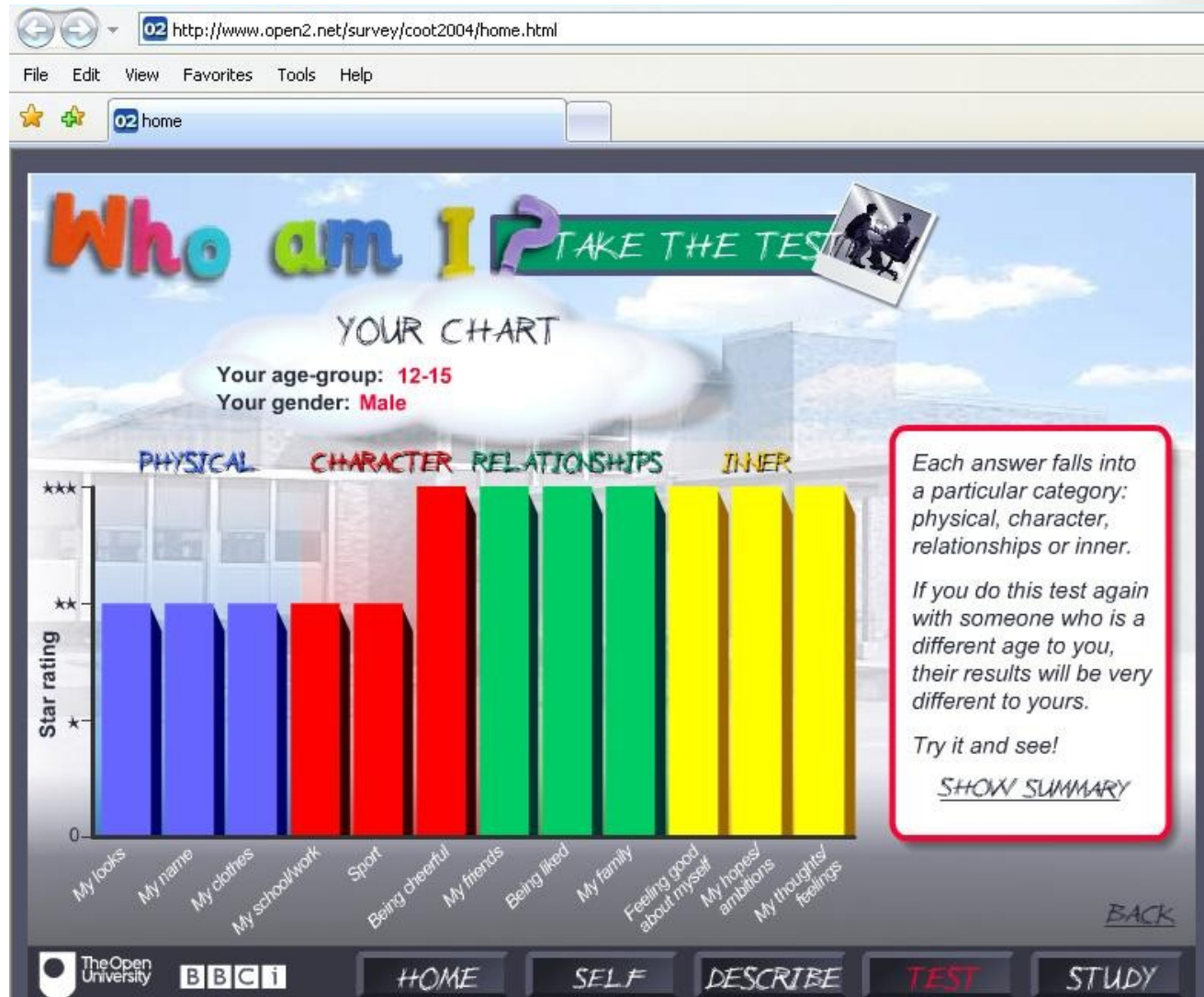
- Find time to talk to learners and encourage them to reflect on what they have done, learnt, achieved or plan to do
- Encourage them to record their reflections **and** then, following the discussions that sharing their reflections prompted, revise their plans.
- Encourage learners think carefully about where/how they should link in new evidence – *this makes them focus on the 'bigger picture' of their learning and achievements*

# Engaging Learners – *working with them ... (2)*



- highlight success and achievement, help them to recognise what they have done to ‘generate’ the success – link reflections into their ePortfolio
- encourage them to identify their strengths and what has worked well for them – build these into future plans - link reflections into their ePortfolio
- encourage them to look for opportunities to improve – what they need to do next time to improve their performance

# Will using an ePortfolio have impact on a learner's self-esteem?





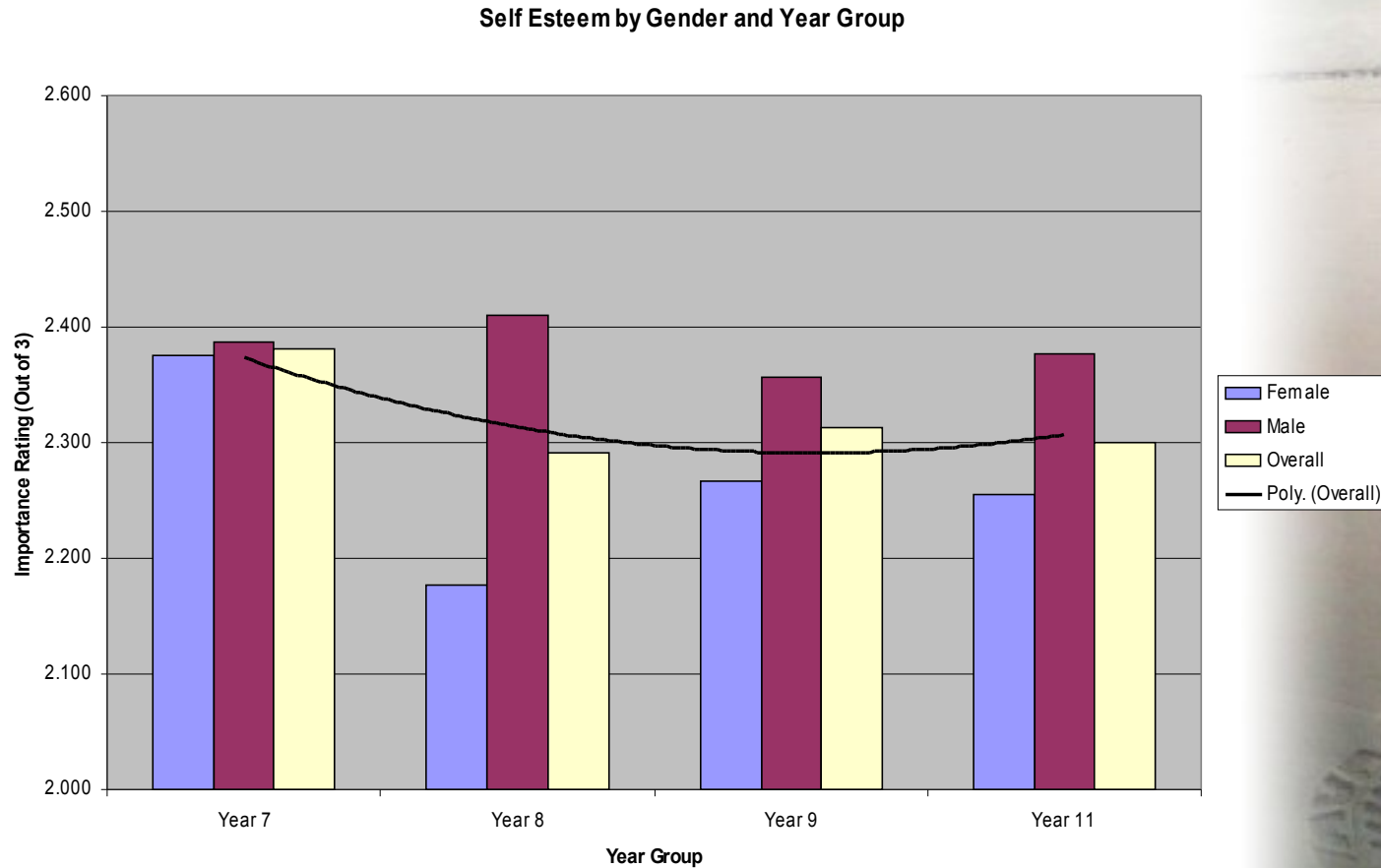
# Self-esteem survey

- A preliminary survey (313 students [male 150, female 163] – Key Stage 3)
- a useable and appropriate instrument?
- call for data – other schools – using/not using ePortfolios?
- Year 8 self-esteem dip and recover Year 9?
- trend - lower ability band students continues down in Year 9

Year	Male	Female	All
7	51	65	116
8	52	54	106
9	47	44	91
11	30	17	47



# Learner Self-esteem: by gender

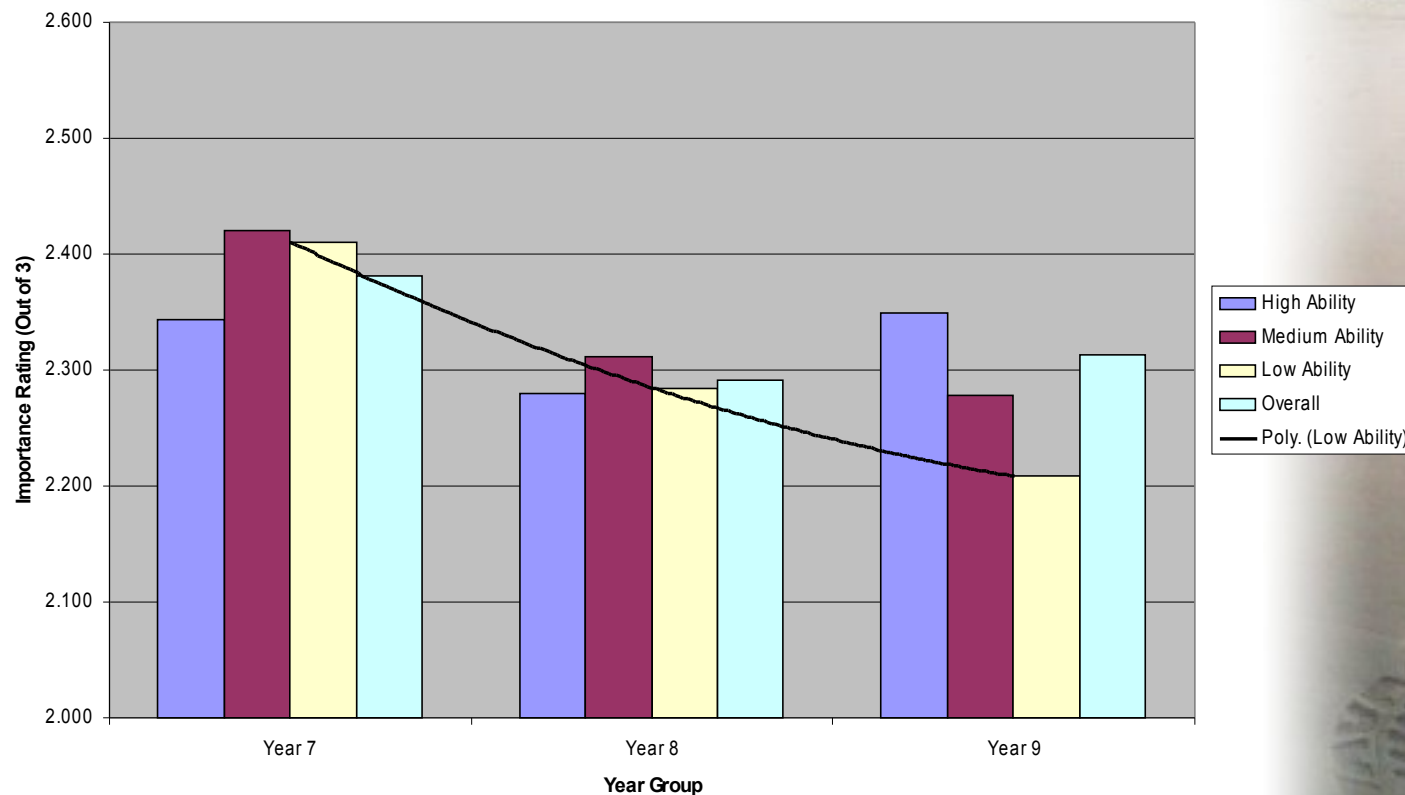




# Learner Self-esteem: by ability



self-esteem by Ability and Year







# Towards an **Action Plan**

## **Make sure that LEARNERS:**

- know why you want them to compile an ePortfolio
- Understand how it fits in with what they already do
- Understand what they will need to do
- Have the ICT and multimedia skills required

## **Create a LEARNING CLIMATE/Culture:**

- learners have opportunities to reflect on what they have planned, done made, experienced or learnt
- learners feel comfortable sharing their reflections
- teachers value the ePortfolio process and are able to support to learners

**all PARTNERS** - parents, employers, HE etc understand and **value** the ePortfolio process

## **Update WHOLE SCHOOL POLICIES so that they:**

- Integrate the ePortfolio process into the school's 'way of working'
- Encourage departments to integrate the ePortfolio process into their schemes of learning;
- Build in time and opportunities for staff to sit down and look at the ePortfolios
- Provide a range of different audiences.

## **Use TOOLS and TECHNOLOGY:**

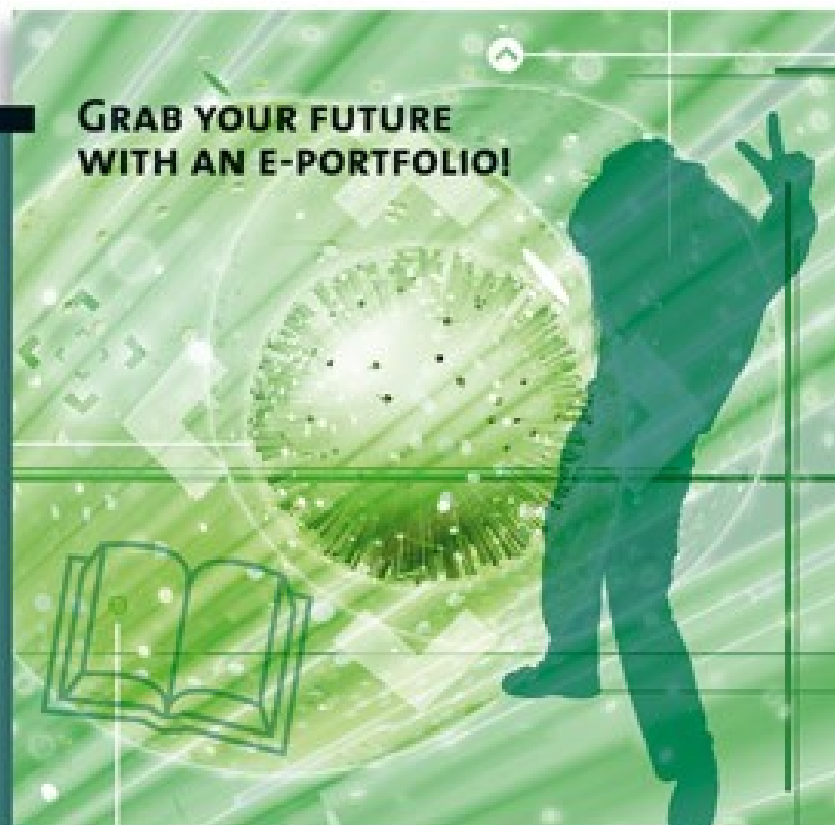
- that learners want to use
- enables them to customise and take ownership of their ePortfolio
- that lets them modify the structure of their ePortfolio
- that supports multimedia evidence
- that provide creative opportunities

**Plan an IMPLEMENTATION** strategy – phased in from Yr 7 OR Yr 1

**Train TEACHERS so that they** - can support learners who are using ePortfolios - MOSEP

- More self esteem with my ePortfolio
- Funded by European Commission - Leonardo da Vinci
- The project will develop a course for teachers, trainers, vocational counsellors who want support their learners as they use ePortfolios
- The course will prepare teachers in order that they are able to encourage learners to use the ePortfolio process, a method of self-directed learning, to raise their self-esteem.
- Freely available (Open Source) Wiki with multi-media resources that can be adapted and used in what ever way that is appropriate for the teacher. The resources have a flexible structure, giving the possibility to “pick and mix” activities according to your needs
- All activities can be implemented in groups or by an individuals

## GRAB YOUR FUTURE WITH AN E-PORTFOLIO!



Study on new qualifications and skills needed by teachers  
and career counsellors to empower young students with  
the e-portfolio concept and tools

*Summary Report*

# www.wikieducator.org/MOSEP

## wiki.MOSEP.org (from 15 Nov 2007)



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### MOSEP

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Image:MOSEP\_logo.jpg

**Welcome to the MOSEP ePortfolio Tutorials**

CLICK TO BEGIN DOWNLOAD

- Course philosophy
- Sample ePortfolios
- MOSEP-Flyer
- Pre-Test in Wolsingham
- E-Portfolio Workshop Katowice
- Glossary of Terms used in the MOSEP Wiki

**MOSEP - More self esteem with my ePortfolio**

A collaborative development with [the MOSEP project consortium](#) and everybody, who wants to contribute!

### MOSEP - More self esteem with my ePortfolio

MOSEP is a European project, funded by the European commission (Leonardo da Vinci). The objective is to develop a set of [ePortfolio Tutorials](#) for initial teacher-trainers, in-service teacher-trainers and vocational counsellors to use to help to prepare teachers and trainers to work with learners who are using [ePortfolios](#).

### Contact

The project is managed by the [Salzburg Research Forschungsgesellschaft](#), if you have any questions or contributions, please contact the project co-ordinator [Wolf Hilzensauer](#).

Category: Active Projects

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## Learning: *Skills development*

- reflection, action planning/target setting
- progression and career planning
- ICT/Multimedia/communication

## 'By-products'

- learning and achievements structured/recorded
- improved self-esteem and self-confidence
- creative opportunities provided
- assessment evidence compiled

# ePortfolio

## Environment:

- reason for ePortfolio
- learner support *inc technical*
- ICT/multimedia resources
- explicit evidence requirements
- integrated into curriculum
- trained staff
- skills/competencies valued
- review/reflection embedded
- opportunities to present ePortfolio



## Process - *learners*:

- use ICT/multimedia skills
- select and structure evidence
- use ePortfolio to review learning
- work with teachers to reflect on their learning/achievements
- take responsibility for their ePortfolio
- select and organise evidence for presentation (for a purpose)